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EDLD 5364 Teaching With Technology

Week 3: Planning for Student-Centered Learning with Technology

Part 1: Week 3 Overview

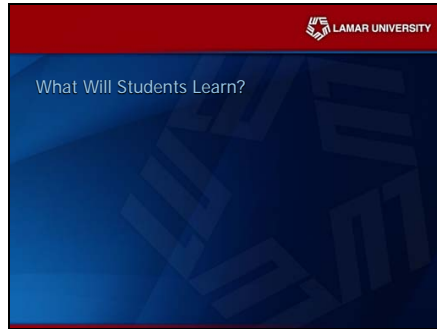
Welcome to Week 3 and the midway point for this course. The focus this week will be on planning for student-centered learning with technology. The readings have been designed to provide you not only a planning process to guide your team to make decisions and recommendations for the scenario-based group project but also to enrich your personal knowledge base. Each of you is a leader in a variety of capacities within your schools and districts. We hope you will gain valuable information that will assist you as well as other teachers in your schools and districts.

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As you read the selections from Pitler's book, keep in mind four basic questions as you and your team members design technology-enhanced lesson activities to meet the needs of diverse learners. What will students learn? Which strategies will provide evidence of student learning? Which strategies will help students acquire and integrate learning? Which strategies will help students practice, review, and apply learning?

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When planning for successful teaching with technology lessons, it is extremely important that you clearly identify the state content standards, benchmarks or indicators that students must learn. Then find the technology standards and indicators that complement the content standards. Some school systems and states have specific, self-developed technology standards, but most use the National Educational Technology Standards for Students (NETS) that were developed by the International Society for Technology in Education (ISTE). You can locate the standards at the ISTE Web site <http://www.iste.org/AM/Template.cfm?Section=NETS>

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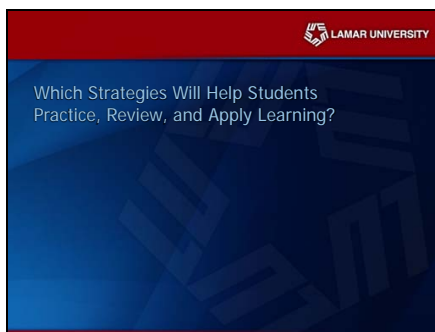
As you make decisions about which strategies provide evidence of student learning, you might want to review the type of instructional strategies that could provide feedback and recognition. You might ask yourself this question, “How will students demonstrate their learning?” There should be rubrics, even for presentations, and it should clearly delineate whether the project/presentation is representative of an individual, pair, or group’s work.

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There are an extensive number of technology strategies and resources readily available to help students acquire and integrate learning. During this stage of designing lessons with technology, you might want to examine various organizers and note templates. Also, consider conducting a search to look for varied Web resources that include text, audio, video, simulations, or virtual manipulatives. As teachers, we want to utilize a variety of technology-based tools that enable personalized, student-centered learning.

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Part of the teaching and learning process includes the need for practice, review, and application of learning. The fourth question guides educators to think about practical and innovative ways students can use technology to extend learning, practice needed concepts, or review ideas. When you consider these activities, you might want to ask yourself these questions, "What are multiple ways students can practice a new skill? Are there Web sites where the students can access from home that will help? Are there simulations available? How could students create analogies or generate and test hypotheses about the topic?"

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In addition to the Pitler readings, there are other authors that provide resources you and your team members might find helpful as you design your plan to solve the group project scenario. Rose and Meyer wrote the book titled *Teaching Every Student in the Digital Age: Universal Design for Learning*.

www.cast.org/teachingeverystudent/ideas/tes/

The assigned reading, Chapter 6, gives examples of technology-based strategies that can be used to address the three brain networks (recognition, strategic, and affective) mentioned in the Week 2 readings and video clips. If you are looking for Web 2.0 resources, then you might want to spend time reviewing the content in Solomon and Schrum's book *Web 2.0: New Tools, New Schools*.

The CAST sites

www.cast.org/index.html and udlselfcheck.cast.org are fabulous resources for learning more about Universal Design for Learning.

Additionally, you will use the CAST site bookbuilder.cast.org/ to create your e-book. Use the self check page to check your learning activities for ways to make them friendlier as a Universal Design for Learning (UDL). You can find links to all three sites in this week's reading section.

www.cast.org/teachingeverystudent/ideas/tes/

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There are a number of video clips included in this week's lesson. They were selected to provide you with a set of examples and visuals to help you plan for student-centered learning with technology. Some of the clips provide technology tips while others are examples of classroom instruction. The interviews with students give us insight into how students use technology on a daily basis as well as their perspectives about learning in the 21st Century.

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This week, your learning team should create your plan for completing the scenario-based group project and store it in the shared Google Doc you created in Week 1. Once the plan is completed in the Google Doc, you will load it to your shared Web 2.0 wiki/Web site (Google site). Then you will need to send both links to your academic coach using the assignment space provided this week. You are welcome to view my Google site as a sample to get an idea of how to design yours. The address is sites.google.com/site/luteachingwithtechnology/home. As usual, I've

placed this link in the readings section.